Association of Universities and Colleges of Canada

Association des Universités et Collèges du Canada

151 Slater
Ottawa, Canada
K1P 5N1

Telex 053-3329
Cable CANUF Ottawa
(613) 563-1236
Fax (613) 563-9745

91-01143/

TRAINING AND RETRAINING

INTRODUCTION

The universities of Canada have the potential, will and capability to contribute invaluably to the nation's economic and social development. Training and retraining should be seen as part of that contribution and of an overall strategy of intellectual development. Universities themselves should view training and retraining not as a narrow process of skill development but as a component of life-long education within a changing society increasingly dependent on knowledge and information. The need to update knowledge as technologies evolve and career changes take place is a feature of the modern workplace. Taking into account the diversity of universities in Canada, they are particularly well placed to assist Canadians in understanding and adapting to this new reality.

PRINCIPLES

1. Universities in Canada have a vital role to play in fostering the development and improvement of training and retraining programs designed to allow people to adapt to the changing requirements of the employment market.

2. Training policy should be based upon the objectives of general education and all training and retraining programs should be developed within this framework.

3. The experience derived from training and retraining programs should contribute to improving the regular programs of the university, particularly by relating educational needs in the workplace to those programs.

4. It is vital that faculty members involved in training and retraining programs be specially prepared for the particular requirements of such programs: the varying profiles of the students; the latest developments in the field of instruction; the most effective way to deliver the programs.

5. Learning the use of computers should be encouraged in all training and retraining programs, especially as a tool to facilitate learning.

6. Universities should provide and promote professional development programs in various fields through continuing education; such programs should combine both theoretic and practical approaches to problem solving.

7. Universities need to strengthen efforts to respond to demonstrated needs for professional upgrading by being more flexible and imaginative in program design, delivery and promotion, as well as by taking proper account of the time constraints upon practising professionals. Such initiatives, if properly planned, need not erode the quality of instruction and learning.

8. Universities should strengthen efforts to improve accessibility to university programs and courses for the over-25 age group, for women, for native people, for individuals from socially and economically disadvantaged backgrounds, and for disabled persons. This may be achieved in part through part-time study, special bridging and remedial programs, and through improved physical access and study aids. (See AUCC policy on accessibility.)

9. Universities should make special efforts to reduce institutional and administrative barriers inhibiting accessibility to part-time studies as well as to training and retraining programs. They should also seek to facilitate the admission of mature students to regular academic programs.

1987.03.03